NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ BLOCK: \_\_\_\_\_\_\_

**ORATORY 101 – GROUP HISTORICAL REFLECTION, ANALYSIS, SYNTHESIS, AND THE PATH FORWARD**

The purpose of this assignment is to give you the opportunity to reflect on what you have learned during African-American History month, and to propose some solutions to the legacy of racial discord in the United States of America. How can we replace racial conflict and violence in America with racial harmony and cooperation?

In United States History, there have been certain flashpoints in our struggle for equality. Obviously, this nation has frequently fallen short of our creed: “We hold these truths to be self-evident: that all men are created equal, endowed by their creator with certain inalienable rights, that among these are life, liberty, and the pursuit of happiness.”

Consider these two major speeches, both of which reflect on the “true meaning” of our nation’s creed, as it is explained in the Declaration of Independence. Then, using the format provided – which both speeches use in different ways, **write your own speech from the perspective of a person hoping to create greater racial harmony and cooperation.**

1. “The Gettysburg Address,” by Abraham Lincoln. Delivered November 19th, 1863 at the dedication of Gettysburg National Cemetery and in the midst of the Civil War.

Link: <http://avalon.law.yale.edu/19th_century/gettyb.asp>

2. The “I Have A Dream Speech,” by Rev. Dr. Martin Luther King, Jr. Delivered on August 28th, 1963 at the steps of the Lincoln Memorial in Washington, D.C., and in the middle of a deeply troubling summer of the Civil Rights Movement.

Link: <http://avalon.law.yale.edu/20th_century/mlk01.asp>

Read both of these speeches – neither of which is especially long – and take notes on what you read. Consider both the substance of each speech and the format in which it is presented. (For example, it will be obvious that while Lincoln’s speech is a short, purposeful reflection on the meaning of the Civil War, King’s speech has many of the characteristics of a call and response sermon.)

Your own speech will follow the same basic framework both men use, but yours will be uniquely appropriate for another time and place in American History.

You must use the format on the back of this sheet in order to be awarded full credit for completing the assignment.

Please follow the specific directions members of your group receive.

**DUE DATE** for Oratory 101Presentation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SPEECH PREWRITE:** Use the lines below to prewrite your speech. *Refer to the Rubric for details*.

1. Your speech must begin, as both Lincoln’s and King’s did, by ***harkening back to an event in the past which was critical to US History***. And you must measure the years in ***“scores,”*** as both men did. (Lincoln said “four score and seven years ago” to refer to the Declaration of Independence; King began with the words, “five score years ago” to refer to the Emancipation Proclamation.

* **Prelude**: What specific event happened before your speech and how long ago did it occur? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. You must identify ***the place where you would be delivering the speech historically***. For Lincoln, this was Gettysburg and for King, it was the steps of the Lincoln Memorial in Washington, D.C. For you, it will depend on your group’s assignment. If you were speaking in 1896, it might be from the steps of the Supreme Court, or if you were speaking in 1965, you might choose to celebrate the signing of the Voting Rights Act from Selma, AL, where voting rights advocates had been beaten down at the Edmund Pettus Bridge.

* **Setting**: Where are you speaking and why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

3. In addressing your audience, you must explain ***WHY*** this group has assembled to listen to your speech. Lincoln, of course had come to dedicate a national cemetery; King was there as the keynote speaker at the March on Washington for Jobs and Freedom. Your speech will be for a different reason – perhaps to protest against violations of voting rights or citizenship rights. Or, alternatively, you may be celebrating the victory of the NAACP in the case of *Brown V. Board of Education, Topeka, KS*.

* **Problem**: Why have people come to hear your speech? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

4. In your speech, you must discuss at least ***five (5) historic events*** which have taken place in leading up to this moment. Each must be referred to in such a way as to demonstrate your understanding of the event. For example, if you were celebrating the desegregation of the US Armed Forces by Harry S Truman in 1948, you might refer to: the 54th Massachusetts Colored Regiment; Buffalo Soldiers; the role of African-American soldiers in World War I; the race riots of the 1920s; the plight of African-Americans during the Great Depression, and the role of the Tuskegee Airmen during World War II. This will probably be the most difficult part of your research, so be certain to ask questions to come up with the best possible example to discuss in your speech!

* **Evidence**: What should people know about the history of this problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

5. You must explain exactly what changes you want the audience to engage in and carry out. What can they do to encourage and promote the necessary changes? With Lincoln, the greatest anxiety was that the soldiers must not have died in vain – but that democracy must survive and that there must be *“a new birth of freedom”* for African-Americans. Thus, the Union must struggle to win the Civil War. King’s speech states that civil rights protestors cannot be satisfied until segregation and discrimination ends and economic opportunities were available to all: he was referring to the Civil Rights Act being passed. He calls upon his audience to *“work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day. “*

* **Solution**: What is the solution to the problem addressed in your speech? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

6. Finally, in your speech, you must explain ***WHY*** the changes you are advocating for will result in a better America. How will America be better able to, in the words of Rev. Dr. Martin Luther King, Jr., “live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal." In the conclusion of your speech, you should be reminding your audience what the purpose of this speech was; what needs to change, and ***why they should take action*** order to promote a better America and an improved United States government.

* **Purpose**: Why is solving this problem important for future generations? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**DRAFT:** Using your prewrite and Lincoln’s *Gettysburg Address* as a model, write a draft of your speech>

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**RUBRIC CRITERIA AND SCORING SYSTEM FOR HISTORICAL REFLECTION SPEECHES**

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| --- | --- | --- | --- | --- | --- |
| **Criteria Being Measured in this Speech:**    **(Total Points)** | 0 | 1 | 2 | 3 | 4 |
| **Reference to an Important Historical Event, use of “scores” to measure time.**  **(12 Total Points)** | Not present at all in the speech. | The student miscalculated using the term “score” and was referencing a date of no significance. | The student used the term “score” but either made a miscalculation or referred to a date of insignificance. | The student used the term “score” properly, but referred to a date which was not the *most* significant. | The student has correctly used the term “score” in order to measure time back to the *most significant* and topical date. |
| **Where the speech is delivered is historically appropriate.**  **(8 Total Points)** | Not present at all in the speech. | The student’s speech is set in a place that is both vague and insignificant. | The student’s speech is set in a place which is mentioned, but not significant. | The student speech is set in a place of significance, but not the *best* place. | The students speech is set in the *most significant and meaningful place* possible for this topic. |
| **The purpose for this assembly is identified and appropriate.**  **(12 Points)** | Not clear at all from the speech why people have assembled. | The purpose of this assembly is only vaguely clear from the speech and not referenced. | The purpose of this assembly is clear from the speech, but not specifically mentioned. | The student has explained why the audience is assembled adequately in this place at this time. | The student has explained *in detail* why the audience is assembled in this place at this time. |
| **Five (5) historical events are identified, explained, and representative.**  **(40 Points)** | No (0) significant historical events are mentioned. | The historical events referred to are inadequate, unrelated, or only vaguely topical. | One or two historical events are related to the topic and explained adequately. | Most historical events are related to the topic and most are clearly referenced and explained. | Five (5) historical events related to the topic are clearly referenced and explained. |
| **A clear call for action to promote change is present in the speech.**  **(12 points)** | Not present at all in the speech. | A problem in society has been vaguely identified, but no call to action has been made at all. | A problem in society has been vaguely identified, and but the audience is not clear about what to do about it. | A problem has clearly been identified, but what to do about it is not immediately clear. | A clear call for action was made to solve problems, and listeners know how to promote change. |
| **The speaker has explained why changes must be made and how those changes promote a better America.**  **(16 Points)** | This element is not present at all in the speech. | The speaker makes it clear that he or she favors change, but has not explained how it will improve the US and American government. | Some change for the greater good has been vaguely advocated, but it is not clear why this change will improve the US and American gov’t. | She or he explains how this change will improve America, but not how it directly supports the purposes of US government. | The speaker explains how these actions will support the specific purposes of American government and make American a better place to justify the changes she or he calls for. |